An Illustration of the Hybrid Model of Instruction: Energy and its Transformation

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By

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Abstract

The two prevalent models of education can be broadly classified as traditional American (episodial and procedural) and traditional European (developmental and conceptual). The strengths and drawbacks of these two models can be debated and judged by the outcomes observed. Different variations of these models with various pedagogical approaches (peer instruction, collaborative learning, workshop, process workshop, topic based, lab based, guided inquiry, etc.) have been developed and implemented. This work will present a new model of instruction termed "Hybrid Model". Hybrid Model is a combination of different approaches with the objectives of a) building necessary skills; b) teaching how to do science. The motivation, guiding principles, and implementation strategy will be discussed. The detailed implementation will be illustrated for the topic energy and its transformation. This topic and other topics were developed as co-curricular activities for pre-freshman component of the Program in Physical Sciences (PIPS), which is funded by ONR. The contributions of Dr. Hylton and support of Dr. King are acknowledged.

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